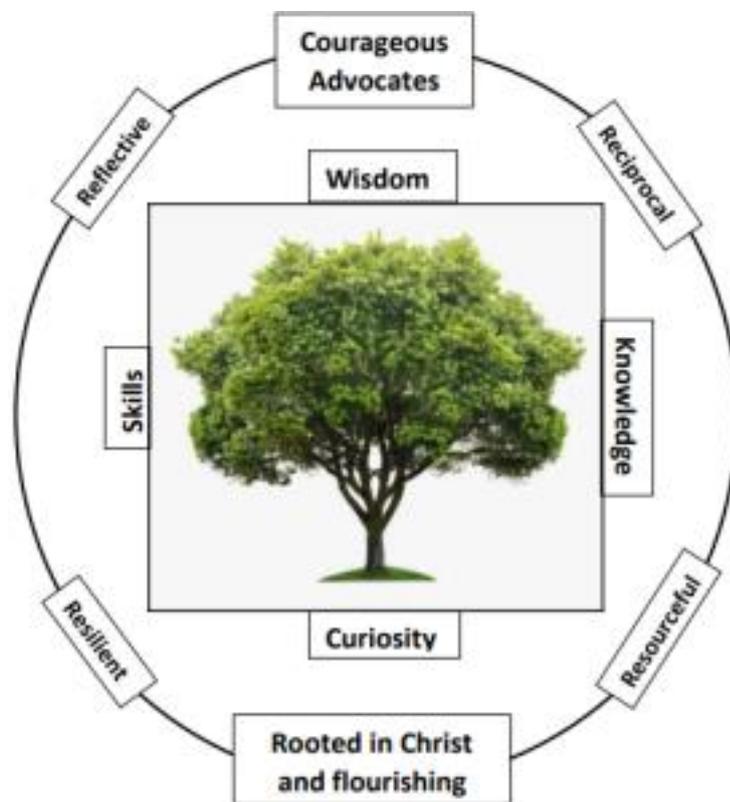


Design and Technology Policy



'I have come so that they may have life and have it to the full.' John
10:10

Our Christian family leads and encourages everyone to:

- *Flourish; soar in faith and talents*
- *Serve others courageously*
- *Be excited and curious to learn*

*We do this within our safe, happy, diverse and nurturing Christ centred environment
ensuring 'all have life and have it to the full' John 10:10*

We are God's children doing God's work.

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WHITTLE-LE-WOODS CE PRIMARY SCHOOL

Whittle-le-Woods
CE Primary School



God's Children doing
God's Work

Policy Statement for Design and Technology

Introduction

As a school we aim to prepare our children with the design and technology skills necessary to achieve their potential within an ever-changing world. These skills will be used throughout each child's life allowing each child from Whittle-le-Woods Primary School the opportunity to flourish confidently, effectively and creatively in society. At Whittle-le-Woods CE Primary School, we recognise that pupils are entitled to quality equipment, resources and a structured and progressive approach to the learning of the skills needed.

Aims

Design and technology is a **practical** subject.

- We aim to prepare pupils to participate in tomorrow's rapidly changing technologies.
- To provide opportunities for all the children to design and make quality products.
- To provide children with the opportunity to explore food and cooking techniques along with healthy eating and environmental issues within food production.
- To develop design and making skills, knowledge and understanding to the best of each child's ability; using and selecting a range of tool, materials and components.
- To become creative problem solvers as individuals and members of a team.
- To be able to use computing in conjunction with the Designing and Making process.
- To develop an ability to criticise constructively and evaluate their own products and those of others.
- To help the children develop an understanding of the ways people in the past and present have used design to meet their needs. To reflect on and evaluate such techniques, its uses and effects.
- To prepare the children for living in a multi-cultural society by teaching consideration for other cultures which will be both important and beneficial.

Using our God given talents to benefit others in Design and Technology

Children will use their ability in Design and Technology to learn how to communicate effectively to spread Christian values around the world so they can make a positive contribution to the lives of others. Children create products with a purpose and user in mind, therefore providing entertainment for others or adding value to their life.

Objectives

To achieve our aims we ensure that the planned activities our children undertake are challenging, motivating, relevant and enjoyable. We give children confidence in their work by providing continual support and encouragement. The children are extended in their work in a way which develops their expertise. The children are provided with the very best resources possible, while constantly reviewing this provision in the light of curriculum changes, development and budget constraints.

Curriculum and school organisation

We use a skills-based, cross-curricular approach to teaching and learning using objectives taken from the National Curriculum. We teach DT skills discretely and through our Curriculum themes, ensuring all children access all areas of the Design Technology Curriculum.

In the Early Years Foundation Stage Design and Technology prepares children with the prerequisite skills needed to prepare them for the National Curriculum, the most relevant areas being, Expressive Arts and Design and Physical Development. To facilitate our objectives, different teaching styles and methods are used as appropriate. These include small group and individual work.

To meet the requirements of the National Curriculum, each of these areas are covered within each key stage (please see our school DT curriculum).

Mechanisms, electrical systems (KS2) and Computing (KS2)
Textiles

Food
Structures

Design and technology curriculum planning

Design and technology is a foundation subject in the National Curriculum. Our school has developed its own DT curriculum based on the National Curriculum objectives; therefore, teachers use this as the basis for planning in design and technology.

Our curriculum gives details of each unit of work for each term. It identifies learning objectives and outcomes for each unit, and ensures an appropriate balance and distribution of work across each term.

Personal, Social and Health education (PSHE) and citizenship

Design and technology contributes to the teaching of personal, social and health education and citizenship. We encourage the children to develop a sense of responsibility in following safe procedures when making things and using equipment such as craft knives and glue guns. They also learn about health and healthy diets. Their work encourages them to be responsible and to set targets to meet deadlines, and they also learn through their understanding of personal hygiene, how to prevent disease from spreading when working with food.

Spiritual, moral, social and cultural development – Linked to vision and values

The teaching of design and technology offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Our groupings allow children to work together, and give them the chance to discuss their ideas and feelings about their own work and the work of others. Through their collaborative and co-operative work across a range of activities and experiences in design and technology, the children develop respect for the abilities of other children and a better understanding of themselves. They also develop a respect for the environment, for their own health and safety and for that of others. They develop their cultural awareness and understanding, and they learn to appreciate the value of differences and similarities. A variety of experiences teaches them to appreciate that all people are equally important, and that the needs of individuals are different from the needs of groups.

Additional Educational Needs / Differentiation

DT forms part of our school policy to provide a broad and balanced education for all children. Our teachers provide learning opportunities that are matched to the needs of children with learning difficulties, as well as those who are talented. We consider the needs of all children, including the targets set for individual children in their Individual Education plans (ILPs).

We ensure that we provide suitable learning opportunities for all children by:

- Setting open ended tasks that can have a variety of responses;
- Providing a range of challenges with different resources (e.g. different scissors for those with weaker fine motor skills)
- Using additional adults to support or challenge individual children or groups of children.

Assessment

Assessing a child's performance is a continuous process carried out over the full seven years of Primary school and our assessing methods include the following as appropriate: -

1. Looking at a child's recorded work i.e. model, photographs, written work.
2. Individual discussion.
3. Listening to the children's ideas as they discuss between themselves.
4. Group discussions in both planning and reporting back sessions.
5. Observing the children's skills in Design and Technology.
6. Record the progress that children make by assessing the children's work against the learning objectives for their lessons. At the end of a unit of work, teachers make a judgement against the Key Learning Skills.

Recording

It is essential that the type of recording be matched to the type of Design and Technology activity as well as to the needs and abilities of the child. A variety of recording methods are therefore used. These include pictures, structured worksheets, sketches, diagrams, flow charts, model making, written explanations, photographs, school displays and the occasional video recording. Pupils have DT books, and these are used to record children's designs and evaluations, as well as evidence of their products.

Resources

Our school has a range of resources to support the teaching of design and technology across the school. Classrooms have a range of basic resources, with the more specialised equipment being kept in the cellar and within the Key Stage 1 corridor area. Please see resources list.

Safety in Design and Technology

The safety of the children is the responsibility of the class teacher. The children are made aware of the safe use and correct procedures involved when using tools and equipment in a learning environment and how to follow proper procedures for food safety and hygiene.

The children are also made aware of the need to be careful and to understand that their actions can affect others.

The children build up a range of skills when using equipment to reduce unnecessary risk. Rotary cutters are to be used with a safety ruler. Craft knives are used only by Key Stage 2 under direct supervision of an adult. Glue guns are used (low temperature) under supervision. All staff, including helpers, are made aware of food safety procedures when working with food to minimise any risks. The children wear protective clothing if necessary.

Monitoring and review

The monitoring of the standards of children's work and of the quality of teaching in design and technology is the responsibility of the design and technology subject leader. The work of the subject leader also involves supporting colleagues in the teaching of design and technology, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The design and technology subject leader gives the head teacher an annual report in which she evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The design and technology subject leader has specially allocated, regular management time to review evidence of the children's work and undertake lesson observations of design and technology teaching across the school.

Last reviewed April 2022 by Kate Dillon